Research Paper Peer Review Worksheet

EITHER PRINT THIS PAPER OFF AND ANSWER THE QUESTIONS (MAKING SURE YOU NUMBER THEM) ON A SEPARATE SHEET OR SAVE THIS WORKSHEET ON YOUR COMPUTER AND TYPE IN YOUR ANSWERS. YOU MUST ALSO PRINT OFF THE STUDENT'S PAPER OR SAVE IT TO YOUR COMPUTER: COMMENTS WRITTEN DIRECTLY ON THE STUDENT'S DRAFT ARE REQUIRED.

Please remember that simple YES or NO answers are not acceptable in a peer review; try your best to help your classmate by giving honest, constructive criticism. You can say what they did well, but you should also point out areas that you found confusing or boring or that need significant work.

Step 1: Read your partner's research paper all the way through once. Mark any parts that are confusing or that you don't understand. Make notes for your classmate explain why you find these parts confusing. Do not begin answering any questions until you complete this step.
Step 2: Move on to the following questions and answer them in as much detail as possible. Reread any sections as necessary.

Introduction & Thesis
1. What technique does the writer use to introduce his/her paper? Describe it briefly. (The ones on your handout include a memorable quotation; a concession; a short story, example or illustration; a surprising fact or statistic; background information; an analogy (comparison); an important definition; a historical comparison; relation to current events; or description of a dilemma or problem.)

2. How effective is the introduction? Did it grab your attention? Did it make you ant to read more? Why or why not? Explain. How could the introduction be improved? Give the writer a suggestion.

3. What is the thesis of the paper? Is it clear? Placed well? (Underline them on your partner's paper or write out them out briefly below.)

4. Is there a smooth transition to the thesis? In other words, do the sentences transition well to the thesis statement, or does the thesis statement seem just “pasted in”?

Content/Organization
5. Make a BRIEF outline of your partner's paper below (provide a couple or words or a phrase for each paragraph that describes its topic and content – don’t waste your time getting too detailed here). Then, review the outline and answer the questions below.

6. Are the paragraphs arranged logically? Could they be arranged differently to make more sense? If yes, how?

7. Does each paragraph have a clear topic sentence? Do the topic sentences repeat some of the same language from the thesis (to help keep the reader focused)?

8. Has the writer “unfolded” (fully explained) each idea in enough detail to make it both clear and interesting? Is every point developed fully enough to be clear and convincing? Would readers appreciate more detailed explanation or evidence anywhere in the paper? Where? Why?

9. How well does the paper stay on topic? Are all the ideas directly relevant to the main point of the essay? Does the writer go off topic anywhere? In other words, is there any irrelevant information? If yes, where?

Integration of Evidence from Sources
10. Reread the body of the paper. Is there too much evidence from sources? Not enough evidence from sources? Too much personal stuff, examples, illustrations? Too little personal stuff, examples, illustrations? Do the sources take over the paper, or is the majority of the writing done by the student? Remember: the balance should be about
80% student writing and 20% sources. Does the writer provide enough *connecting sentences* in the paper that explain, interpret, and/or analyze evidence from sources and connect it clearly to the topic? Evaluate the balance of evidence in the body of the paper and point out any problem areas.

11. How well does the writer integrate quotes, paraphrase, and summary into his/her writing? Are there too many quotes? Not enough quotes? Too much paraphrasing? No paraphrases at all? Evaluate the balance the writer achieves (or does not achieve) between quotes and paraphrases AND different types of quotes. (Remember: there should be a variety of types of direct quotes as well as a variety of direct vs. indirect quotes.)

**Conclusion**

12. How well does the writer conclude his/her paper? Does he/she provide a final analysis/interpretation of the main points without simply repeating exact wording from earlier in the paper? Is the reader left with a final comment or thought? You, as a reader, should be left with something that will make you keep thinking about the topic. Explain if you think the conclusion is thoughtful or not, and if necessary give a suggestion for improvement.

**General/Overall Considerations**

13. Does the paper feel “jumpy” or “choppy”? Would transitions help to make the connections clearer? Where does the writer need to work on improving his/her transitions (between sentences and/or paragraphs)?

14. Is the paper written in third person, formal language? Are there any places where the writer uses “I” or “we,” or “you” inappropriately? (It is appropriate to use the first person only when describing personal experience as evidence.)

15. After reading this paper, would you say that you have learned something worth knowing? Did the writer inspire interest in the topic?

**MLA Formatting: In-text Citations and Works Cited**

16. Does the writer provide in-text citations in the draft? □ Yes □ No

17. Generally, do they seem consistent and sufficient? □ Yes □ No

18. As you read the draft, consider the following questions regarding in-text citations and the works cited page. Mark your comments, questions, and suggestions directly on his/her draft.

   - Does the writer provide in-text citations consistently in the draft?
   - Do any seem to be missing?
   - Do any seem incorrect?
   - Does every sentence that has a direct quote in it have an in-text citation at the end?
   - Do they all appear at the *ends of sentences*? (In-text citations should be placed at the *ends of sentences.*)
   - Are *page and/or paragraph numbers* consistently provided?
   - Do the in-text citations clearly connect to the entries on the works cited page?

   - Does the writer provide a works cited page? □ Yes □ No
   - Does it begin a new page? □ Yes □ No
   - Is it titled “Works Cited” (no bold, italics, or underline)? □ Yes □ No
   - Is there an entry for each source? □ Yes □ No
   - Are the entries arranged in alphabetical order? □ Yes □ No
   - Does the writer follow the “hanging indent” format? (each line beyond the first is indented 5 spaces [1 tab]) □ Yes □ No

19. Mark any information that seems to be incorrect or missing. For example, do all online sources have an access date and a publish date? Does the writer need to delete any auto-formatting (hyperlinks, etc.)? Are titles placed appropriately in quotation marks or italics/underline? Are author names inverted (last name, first name)? Etc.